DOCUMENT RESUME

ED 276 562 RC 016 024


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TITLE Minorities in Higher Education: The Changing Southwest--Texas.

INSTITUTION College Entrance Examination Board, Princeton, N.J.; Western Interstate Commission for Higher Education, Boulder, Colo.
SPONS AGENCY Atlantic Richfield Foundation, New York, NY.
PUB DATE Sep 84
NOTE 40p.; For related documents, see RC 016 020-023.
AVAILABLE FROM Western Interstate Commission for Higher Education, P. O. Drawer P, Boulder, CO 80301 ($20.00 per set of 5, or $5.00 ea.).
PUB TYPE Information Analyses (070) -- Statistical Data (110)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Persistence; American Indians; Articulation (Education); Asian Americans; Blacks; Census Figures; *College Attendance; *College Students; Degrees (Academic); *Educational Attainment; Elementary School Students; Elementary Secondary Education; *Enrollment Trends; Family Income; Geographic Regions; Higher Education; *Hispanic Americans; *Minority Groups; Population Trends; Secondary School Students; Whites
IDENTIFIERS *Texas; United States (Southwest)



ABSTRACT

A report on racial and ethnic minorities in higher education in the state of Texas highlights implications of the changing demography of the Southwestern United States for educational planning. Graphs and tables, discussion, and an overall summary present information derived from the 1980 Census of Population and the Higher Education General Information Survey. The report finds that the greatest population growth in the next 20 years in Texas will take place among minority populations whose rates of postsecondary educational attainment and socioeconomic status have been low historically. Specific findings include: people of Spanish origin accounted for 21% of Texas population in 1980 and for more than 30% of the 0-4 age group; Texas has the third largest Black, fifth largest Asian, and ninth largest American Indian populations in the United States; Hispanics have higher high school dropout rates than Blacks or Whites; Texas high school graduation rates show 72% of Blacks and 55% of Hispanics completing high school; Spanish-origin and Black families have low family incomes and national data show smaller percentages of students from low-income families enrolling in postsecondary education; present enrollment and earned degree patterns show considerable underrepresentation for Hispanics and Blacks at all levels of postsecondary education. (LFL)



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# Minorities in Higher Education:

## The Changing Southwest

## Texas

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# Minorities in Higher Education: The Changing Southwest

## Texas

A report prepared by the WICHE Information Clearinghouse in cooperation with the Western Regional Office of the College Board and with the support of the Atlantic Richfield Foundation

Geoffrey Dolman, Jr.
Norman S. Kaufman

Western Interstate Commission for Higher Education WICHE
The College Board

WICHE

WICHE, the Western Interstate Commission for Higher Education, is a nonprofit regional organization. It helps the thirteen member states to work together to provide high-quality, cost-effective programs to meet the education and manpower needs of the West. Member states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. Through its Information Clearinghouse, WICHE provides information to assist higher education and governmental policy makers in the West.

This series of reports includes the following publications:

**Minorities in Higher Education: The Changing Southwest** (Arizona), publication no. 2A134a

**Minorities in Higher Education: The Changing Southwest** (California), publication no. 2A134b

**Minorities in Higher Education: The Changing Southwest** (Colorado), publication no. 2A134c

**Minorities in Higher Education: The Changing Southwest** (New Mexico), publication no. 2A134d

**Minorities in Higher Education: The Changing Southwest** (Texas), publication no. 2A134e

Graphics by Scott Knauer

Published September 1984
Western Interstate Commission for Higher Education
P.O. Drawer P
Boulder, Colorado 80302
Telephone: (303) 497-0200
An Affirmative Action/Equal Opportunity Employer
Publication Number 2A134e
Printed in the United States of America
35-100-540-000-401:6C:984:R0B:2A134e



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## Contents


| | | |
|---|---|---|
| Foreword | | v |
| Project Advisory Committee | | vi |
| Introduction | | 1 |
| Summary | | 5 |
| Exhibit 1 | Population Growth, 1960 to 1980, and Three Projections, 1990 to 2000 | 6 |
| Exhibit 2 | Population by Race and Spanish Origin, 1980 | 8 |
| Exhibit 3 | School and College-Age Population by Race and Spanish Origin, 1980 (Actual) and 2000 (Projected) | 10 |
| Exhibit 4 | Educational Attainment by Race and Spanish Origin of Persons Aged 25 and Over, 1980 | 12 |
| Exhibit 5 | Persistence in High School of Ninth Graders, Fall 1979 to Fall 1982 (Public Schools Only) | 14 |
| Exhibit 6 | Percentage of 1980 U.S. High School Seniors Subsequently Enrolled in College | 16 |
| Exhibit 7 | Family Income by Race and Spanish Origin, 1979 | 18 |
| Exhibits 8A-8E | Postsecondary Enrollment Compared with Representation in the Population, 1980 | 20 |
| Exhibits 9A-9E | Earned Degrees Compared with Representation in the Population, 1980-81 | 26 |
| Exhibit 10 | Earned Degrees by Race and Ethnicity, 1976-77 to 1980-81 | 32 |
| References | | 34 |

# Foreword

Sometimes we may become aware of societal trends without recognizing their potential effects on our social institutions. At other times, we may fail to respond adequately to social changes, even though we are aware that they are taking place. Among the virtues of our society are both the tendency toward self-correction—to make adjustments in our social institutions so that they function effectively—and the tendency toward making adjustments that anticipate needed changes and that, in a sense, preempt the need for self-correction.

As data in this and companion reports show, the current levels of education and income achieved by racial and ethnic minorities fall below that of Whites. This imbalance in economic and educational attainment, plus the rapid growth in the population of racial and ethnic minority groups, raises important issues for education and government policy makers in each state. It is the intent of this report to help focus the discussion on these issues and to encourage appropriate responses.

WICHE is grateful to the organizations and individuals who have worked with us on this important project. The College Board cosponsored the study and provided assistance and advice at several stages. The Atlantic Richfield Foundation provided additional financial support. A regional advisory committee, whose members are listed on the following page, provided valuable assistance in preparing these reports and helped develop a strategy for disseminating the results of the study.

September 1984

Phillip Sirotkin
Executive Director
Western Interstate Commission
for Higher Education



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# Introduction

This series of state reports is intended to highlight the implications for educational planning of the changing demography of the Southwest. This project is the outgrowth of an earlier report, which was prepared to provide background data for a regional higher education conference on minority access and retention in higher education (Kaufman et al., 1983).

The decision to concentrate on minorities in higher education in the southwestern states follows from several conclusions that have been well documented.

- Certain racial and ethnic minorities have been underrepresented in higher education relative to nonminorities. This is especially true of Hispanic students, who are well represented, proportionally and numerically, in the population of these states.

- These minorities are even less well represented among college and professional school graduates.

- Increases in the proportion of racial and ethnic minorities among successive age cohorts present a challenge to educators and policy makers concerned with reversing these patterns of underrepresentation.

The reports focus on each of five southwestern states (Arizona, California, Colorado, New Mexico, and Texas) individually in order to call attention to the most important findings in each state.

As college-age populations in these five southwestern states grow in terms of both the numbers and percentages of ethnic minority individuals, policy makers will be faced with a number of serious educational and political questions. For example:

- Are current approaches to provision of educational opportunity--for all seeking it, regardless of ethnic background--sufficient, now and for the future?

- What are the implications for higher education and for institutions' program and resource "mix" of the growing minority share of the college-age population, and the simultaneous decline (in some states) of the proportion of Whites in the same age groups?

- What are the implications of the growth of these minority populations for the economies of the states and their supplies of highly trained manpower, given the current distribution of minority students throughout the educational system (by institutional level and type, for example)?

- What are the implications for the higher education institutions of the current pattern of distribution of minority students, given the changes in the composition of the college-age group?

- If the educational patterns of minority students remain unchanged as their numbers grow, what are the possible social and political consequences?

These questions are meant only to suggest the seriousness and complexity of policy issues that need attention. The hope of the organizations publishing the report is that its contents will be useful as these challenging questions are addressed.

## Definitions

The information in these reports comes primarily from two sources: the 1980 census of the population and related surveys by the United States Bureau of the Census provided population and demographic data, and the Higher Education General Information Survey (HEGIS) conducted by the National Center for Education Statistics (NCES) provided education data. Reference to these two sources ensures that there will be comparability in the data presented across states and that other users will have access to the same data sources.

Caution must be used when comparing the two data bases, however, because each source defines racial and ethnic groups differently, with particular impact on the "Hispanic" population group. The HEGIS format designates five racial or ethnic groups: American Indian, Black, Asian, Hispanic, and White. The Census Bureau uses the racial designations American Indian, Black, Asian, Other, and White, plus a further designation "Persons of Spanish Origin" and "Persons not of Spanish Origin," stating that persons of Spanish origin may be of any race. In this report, the Census Bureau data have been reconciled with the HEGIS data format, resulting in the following comparable groups:

| HEGIS | CENSUS |
|---|---|
| American Indian | American Indians, Eskimos, and Aleuts whether of Spanish origin or not |
| Black | Blacks not of Spanish origin |
| Asian | Asian and Pacific Islanders whether of Spanish origin or not |
| Hispanic | Persons of Spanish origin, regardless of race |
| White | White, not of Spanish origin |
| Residual | Total population minus the above (also Other races not of Spanish origin) |

While these breakdowns do not use all problems of comparability, they appear to work well for the purposes of this report. To keep the terminology short, in all cases Black and White refer to Black not-Hispanic and White not-Hispanic. Exhibits derived from census data refer to the category "Spanish origin," while exhibits derived from HEGIS data use the term "Hispanic" to identify essentially the same group.

It further must be recognized that the terms "Spanish origin" and "Hispanic" aggregate into one group several ethnic groups, e.g., Central American immigrants, Latinos, Mexican Americans, and others, which may vary from state to state. Each of these groups has its own demographic and cultural characteristics. Policy makers may wish to be aware of these different characteristics and of their implications for higher education.

The most recent and reliable data available were used in this report. In some cases more recent data were available, but older information was used because it was comparable with the data for earlier years whereas the newer data were not. Where the racial and ethnic composition of the college-age population is compared with the composition of the student population and the distribution of degrees among racial and ethnic groups (Exhibits 8A-8E and 9A-9E), HEGIS data from 1980 were used for the education information in order to compare them with census data from the same year.

## Summary

- Texas's population is projected to be between 19.1 million and 23.1 million by the year 2000, up from 14.2 million in 1980, a twenty-year growth rate of between 35 and 63 percent. (See Exhibit 1.)

- Nearly 60 percent of the population growth from 1970 to 1980 can be accounted for by in-migration, which is projected to remain high.

- People of Spanish origin accounted for 21 percent of the total population of Texas in 1980, but they accounted for more than 30 percent of the 0-4 age group. (See Exhibits 2 and 3.)

- By 2000, nearly 40 percent of the age 0-4 population is projected to be of Spanish origin. (See Exhibit 3.)

- The other minority groups in Texas are smaller. Blacks represented 11.8 percent of the total population in 1980, American Indians 0.3 percent, Asians 0.9 percent, and all others 0.3 percent. However, the state's Black population is the third largest in the U.S., the Asian the fifth largest, and the American Indian the ninth largest. (See Exhibits 2 and 3.)

- Texas has the twenty-third highest proportion of people aged 25 and older with college degrees. Whites far exceed most minority groups in postsecondary educational attainment. (See Exhibit 4.)

- Data suggest that Hispanics have higher high school dropout rates than Blacks or Whites and tend to leave school earlier. For example, the number of Hispanic high school graduates in spring 1983 was approximately 60 percent the size of Hispanic enrollment in ninth grade in fall 1979, compared with 74.5 and 63.2 percent respectively for Whites and Blacks. (See Exhibit 5.)

- Trends in Texas suggest that high school graduation rates are similar to nationwide figures that show 83 percent of White students completing high school over the period from 1973 to 1979, compared with 72 percent of Black students and 55 percent of Hispanics. (See narrative to Exhibit 5.)

- National data suggest that smaller percentages of students from low-income families enroll in postsecondary education than students from medium- and high-income families. In Texas, relatively high percentages of Spanish-origin and Black families earned less than $15,000 in 1979. (See Exhibits 6 and 7.)

- Present enrollment and earned degree patterns show considerable underrepresentation (relative to their proportions in the college-age population--aged 20-29) for Hispanics and Blacks at all levels of postsecondary education. Generally American Indians and Asians are well represented. (See Exhibits 8A-8E and 9A-9E.)

- From 1976-77 to 1980-81, Hispanics and Blacks have experienced greater than average declines in degrees awarded at the associate, master's, and doctoral levels and greater than average increases at the bachelor's and first professional levels. (See Exhibit 10.)

- In summary, the greatest population growth in the next twenty years will take place among the minority populations, whose rates of postsecondary educational attainment and socioeconomic status have been low historically.



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## Exhibit 1
## Population Growth, 1960 to 1980, and Three Projections, 1990 to 2000
## —Texas—

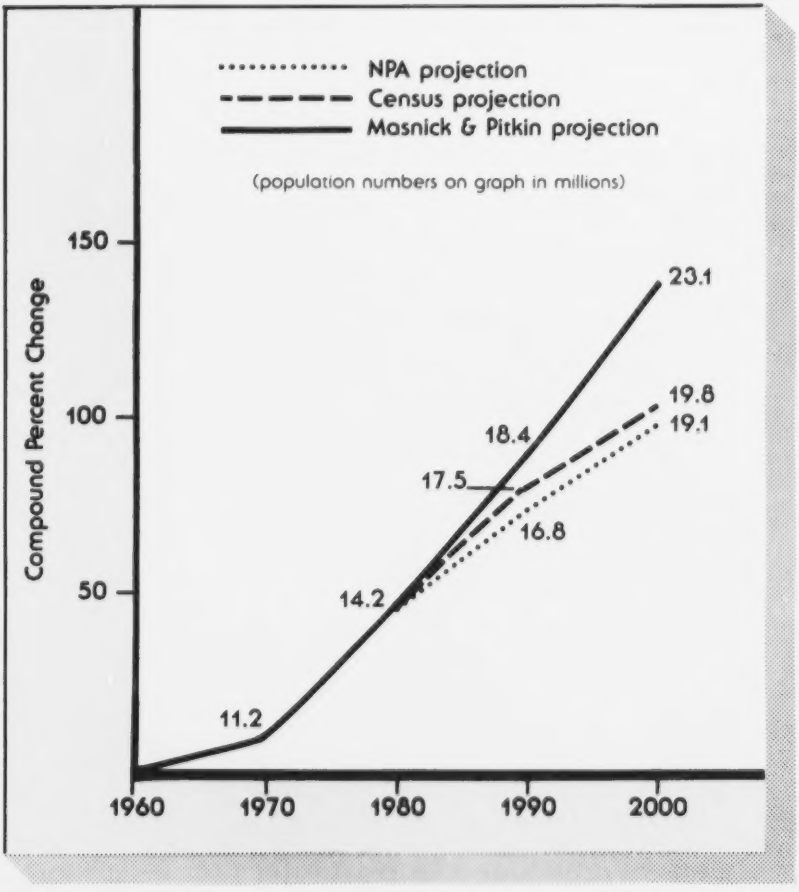
This exhibit shows the actual percentage growth in Texas's population from 1960 to 1980. The dotted, dashed, and solid lines represent three different population projections for 1990 and 2000. These projections are based on mathematical calculations of trends evident today. They do not take into account economic or social factors that may cause the growth rate to accelerate or to slow.

- Texas's population is projected to reach 19.1 million to 23.1 million by the year 2000, up from 14.2 million in 1980. The growth from 1980 to 1990 is estimated to be approximately 18 to 30 percent, and estimates of the overall change from 1980 to 2000 range from 35 to 63 percent.

- During the 1970s, Texas was the tenth fastest growing state in the nation, despite its large population base. In addition, it had the second greatest gain in population during the decade. The Bureau of the Census predicts that Texas will be the eleventh fastest growing state in the 1980s, and the National Planning Association predicts it will be the eighth fastest growing state during the decade (Robey and Russell, 1983).

- Nearly 60 percent of the population growth from 1970 to 1980 can be attributed to in-migration, and the other 40 percent to natural growth (Masnick and Pitkin, 1982). Many of the people migrating to Texas are young adults, who have attained or are approaching those years in which they will be starting families.

## Exhibit 1
## Population Growth, 1960 to 1980, and Three Projections, 1990 to 2000
## —Texas—




**Sources:** Robey and Russell, 1983; U.S. Bureau of the Census, 1970 and 1980; Masnick and Pitkin, 1982.

**Note:** The Masnick and Pitkin projections are plotted as found in their report. Projections for 2000 from the National Planning Association and the Bureau of the Census are estimates calculated by regression analysis using actual population figures from the 1960, 1970, and 1980 censuses and the 1990 projections.



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## Exhibit 2
## Population by Race and Spanish Origin, 1980
## —Texas—

Exhibit 2 presents the proportions of racial and ethnic groups in the 1980 population in Texas. Since the data collected on race and Spanish origin in 1970 and 1980 are not comparable, it is not possible to make an accurate comparison between the two censuses.

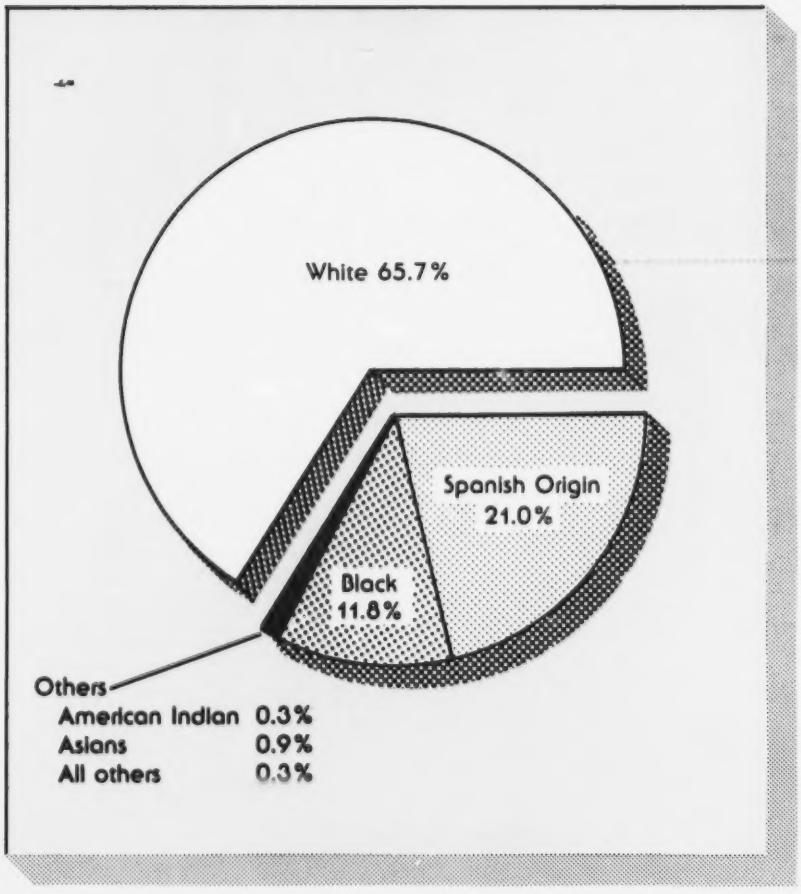
- Texas's largest minority group is the Spanish-origin population, the second largest among the United States with nearly 3 million. Nearly 21 percent of the population considers itself to be of Spanish origin, which is the second highest percentage in the nation (American Demographics, 1983).

- Eleven of the fifty metropolitan areas in the country with large Spanish-origin populations are in Texas, ranging from San Antonio with more than 481,000 (ranked fifth) to Lubbock with more than 41,000 (ranked fiftieth). In percentage of Spanish-origin population, nineteen of the top fifty metropolitan areas are in the state. Six of the top seven are Laredo (91.5 percent), McAllen-Edinburg-Mission (81.3 percent), Brownsville-Harlingen (77.1 percent), El Paso (61.9 percent), Corpus Christi (48.5 percent), and San Antonio (44.9 percent). The rest range from Victoria (30.4 percent--ranked eleventh) to Dallas (8.9 percent--ranked fiftieth) (American Demographics, 1983).

- In comparison with the Spanish-origin population, other minority groups in Texas are smaller: Blacks constitute 11.8 percent of Texas's population, American Indians 0.3 percent, Asians 0.9 percent, all others 0.3 percent. Texas's Black population is the third largest in the U.S. with 1.7 million and is the sixteenth largest in proportion. The Asian population, tied for fourteenth in proportion, is the fifth largest at 120,000 while the American Indian population of approximately 39,000 is the ninth largest in the country (American Demographics, 1983 and U.S. Bureau of the Census, 1981).

- Three metropolitan areas in Texas are among the top fifty in the size of Black population: Houston with nearly 514,000 (ranked ninth), Dallas with almost 314,000 (sixteenth), and Fort Worth-Arlington with nearly 103,000 (forty-ninth). In percentage of Black population, Longview-Marshall (22.6 percent Black) ranks thirty-third. Tyler (21.9 percent) is thirty-sixth, and Beaumont-Port Arthur (21.8 percent) ranks thirty-seventh (American Demographics, 1983).

Exhibit 2
Population by Race and Spanish Origin, 1980
—Texas—




Source: Kaufman et al., 1983, Table 21 and 23



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## Exhibit 3
## School and College-Age Population by Race and Spanish Origin, 1980 (Actual) and 2000 (Projected)
## —Texas—

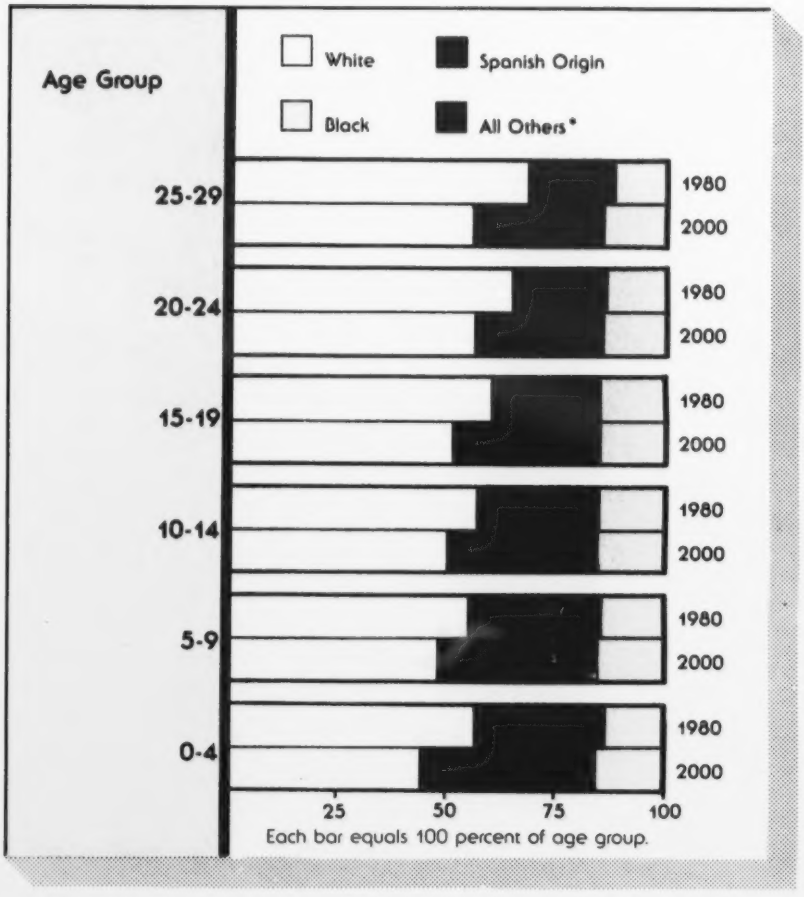
This exhibit shows the distribution of people of school age by race and Spanish origin for 1980 and a projection for the year 2000. The projection is based on a regression analysis of age cohorts from the 1980 census. Because the percentages of American Indians and Asians in Texas are so small, they have been included in the All Others category in Exhibit 3. American Indians constitute between 0.2 to 0.3 percent of the population aged 0-29, and Asians make up between 0.7 to 1.3 percent of that age group. The projections do not show any trends toward substantial increases among these racial groups between 1980 and 2000.

- Exhibit 3 shows that the Spanish-origin population tends to be highly concentrated in the younger age groups. Although people of Spanish origin constituted 21 percent of the total population of Texas in 1980, they accounted for 30, 30, and 28 percent respectively of the three youngest age groups (0-4, 5-9, and 10-14 years).

- By the year 2000, children of Spanish origin are projected to account for 39, 37, and 35 percent respectively of the three youngest age groups.

- The numbers of Black, Asian, and American Indian children will not be as large as the Spanish-origin group, but by the year 2000, it is estimated that more than 15 percent of the children below age 15 in Texas will be Black.

## Exhibit 3
## School and College-Age Population by Race and Spanish Origin, 1980 (Actual) and 2000 (Projected)
## —Texas—




**Source:** Kaufman et al., 1983, Tables 20 and 22

***Note:** The All Others group includes the American Indian and Asian populations. Asians constitute between 0.7 and 1.3 percent of the state population of the various age groups, American Indians between 0.2 and 0.3 percent, and others between 0.2 to 0.5 percent. There are no data to suggest that the American Indian and Asian proportions of the various age groups will be increasing between 1980 and 2000.

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## Exhibit 4
## Educational Attainment by Race and Spanish Origin of Persons Aged 25 and Over, 1980
## —Texas—

Exhibit 4 shows the proportions of the population aged 25 and over that have completed various levels of education. As the levels of educational attainment rise, the proportions of the population reaching those levels decrease. The differences in attainment among racial and ethnic groups are striking. It must be emphasized that school attainment of Texas adults in 1980 does not necessarily reflect what is taking place among the present generation of students in school, but the educational attainment of parents has been shown to affect the educational choices of their children. Exhibit 5, by presenting information on recent enrollment figures for high school youth, may indicate that minorities' educational attainment is increasing.

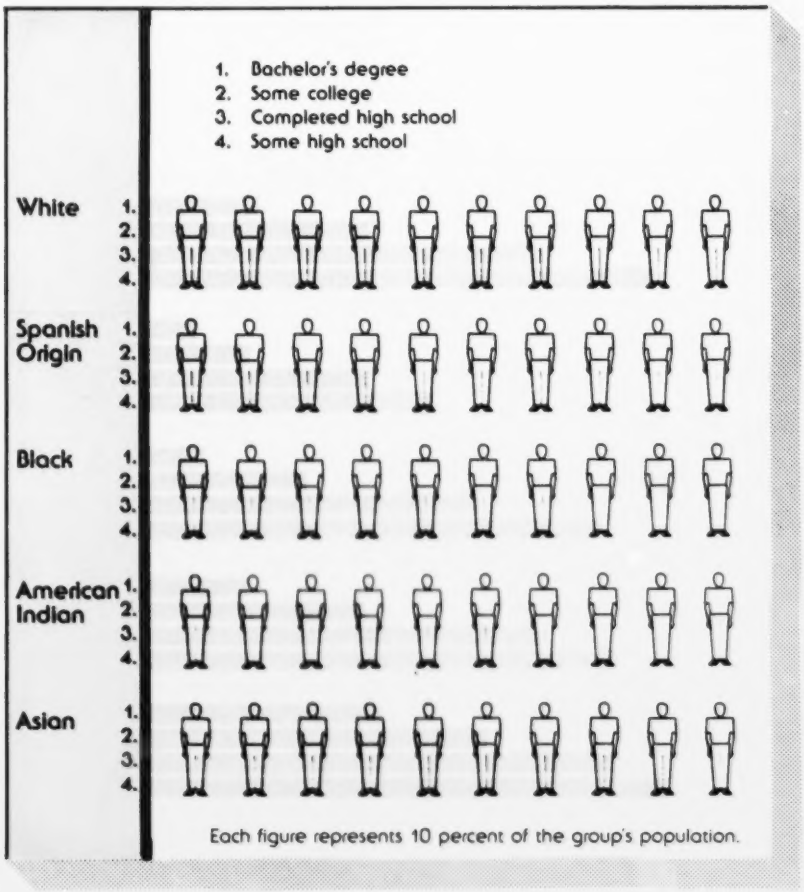
- In 1980, Texas had the twenty-third highest proportion in the nation (16 percent) of college graduates in its population aged 25 or older and the thirtieth highest percentage of high school graduates (61.3 percent) (American Demographics, 1982).

- Only about one-third of the Spanish-origin population aged 25 and over had completed high school in 1980, compared with approximately two-thirds of the Whites and American Indians, three-quarters of the Asians, and one-half of the Blacks in the same age group.

- Approximately 36 percent of the White, 24 percent of the Black, 32 percent of the American Indian, and 55 percent of the Asian population had completed some college, compared with 15 percent of the Spanish-origin population.

- The disparity in educational attainment is most striking at the bachelor's degree level or higher. In 1980, 18 percent of the White population and 39 percent of the Asian population had completed at least a bachelor's degree, compared with 9 percent of the Blacks, 12 percent of the American Indians, and 6 percent of the Spanish-origin population.

## Exhibit 4
## Educational Attainment by Race and Spanish Origin of Persons Aged 25 and Over, 1980
## —Texas—




Source: Kaufman et al., 1983, Table TX-4



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## Exhibit 5
## Persistence in High School of Ninth Graders, Fall 1979 to Fall 1982 (Public Schools Only)
## —Texas—

Exhibit 5 presents the percentage of fall 1979 ninth graders in Texas public schools who were enrolled as tenth graders in fall 1980, eleventh graders in fall 1981, twelfth graders in fall 1982, and graduated in spring 1983. While these figures are not identical to rates of persistence for the various racial and ethnic groups through graduation, they may serve as an indicator or a relative measure of persistence. The numbers of American Indian and Asian students in Texas are too small to imply persistence from the data. In-migration has caused the absolute numbers of Black students in the twelfth grade groups to increase.

- This exhibit implies that Hispanics have higher dropout rates than Whites or Blacks and that these students appear to drop out earlier. While White and Black eleventh graders equalled approximately 85 and 80 percent respectively of White and Black ninth grade enrollments two years earlier, Hispanic eleventh graders totalled 67.5 percent of their cohort.

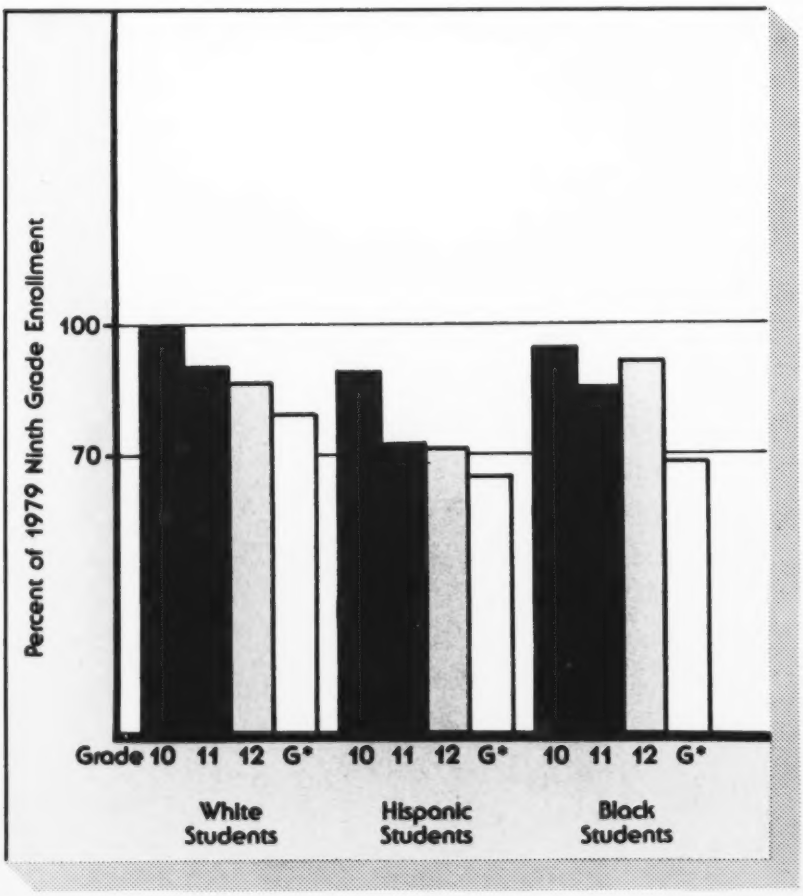
- The number of Hispanic high school seniors in 1982 represented 66.4 percent of the number of ninth graders three years earlier as opposed to 86 percent for Blacks and 81 percent for Whites.

- The numbers of high school graduates in spring 1983 compared with the numbers of ninth graders in fall 1979 show greater disparities. The size of the White high school graduating class was 74.5 percent as large as the 1979 White ninth grade group. Similar figures for the Hispanic and Black groups are 59.7 and 63.2 percent respectively.

- Thus, it is clear that a sizeable part of Black and Hispanic youth, relative to others, will not complete high school and be eligible to enter college.

- Although these figures, which show the "leakage" of minorities from the "educational pipeline," are different from nationwide figures the trends are similar. Nationally, 83 percent of White students over the period from 1973 to 1979 completed high school compared with 72 percent of Black students and 55 percent of Hispanics (Astin, 1982).

Exhibit 5
Persistence in High School of Ninth Graders,
Fall 1979 to Fall 1982 (Public Schools Only)
—Texas—




Source: Western Interstate Commission for Higher Education, 1984

*Graduates



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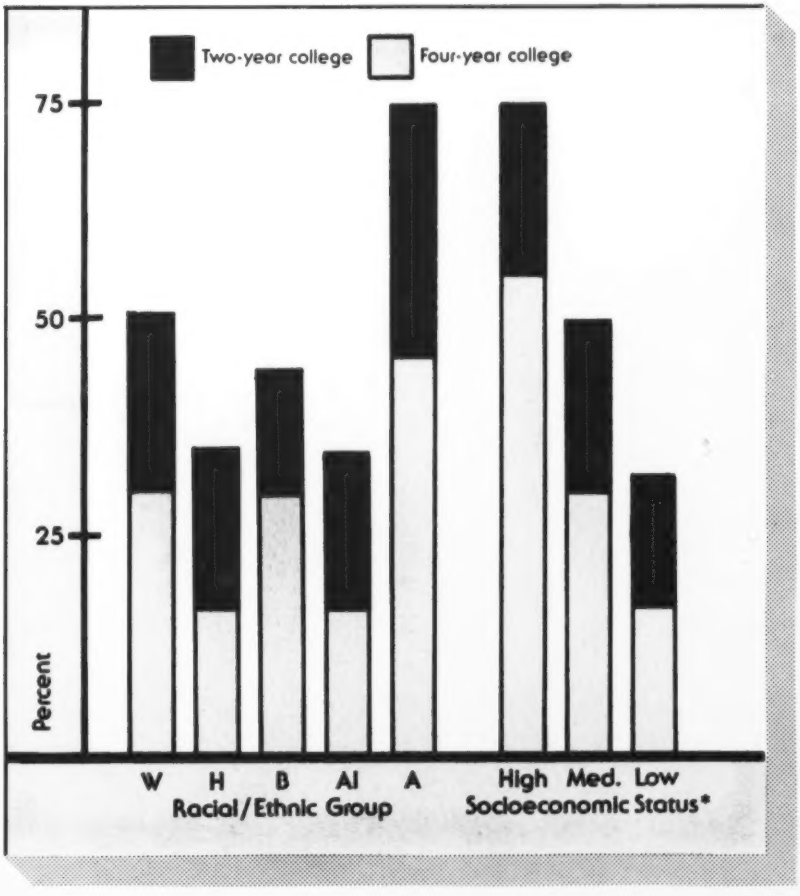
## Exhibit 6
## Percentage of 1980 U.S. High School Seniors Subsequently Enrolled in College

Taken together, Exhibits 6 and 7 illustrate the relationships among race and/or ethnicity, family income, and college attendance. Exhibit 6 displays the results of a national survey relating to the percentage of 1980 high school graduates who enrolled in college during the next several years. Data were not available on a state-by-state basis. It should be recognized that this was a national survey with limited generalization to the population of specific states. The survey did show that attendance patterns in the West were different from other regions. Although approximately the same percentage of western high school seniors attended college as seniors from other regions of the U.S., a greater percentage of students from the West attended two-year colleges than students from the other regions (28 percent in the West compared with 14 percent in the Northeast and 16 percent in the North Central states and the South).

- The five bars on the left of the exhibit show the college attendance patterns for the racial and Spanish-origin groups. White and Black students attended four-year institutions in approximately the same proportions, but a greater proportion of Whites than Blacks attended two-year institutions, which accounts for the greater overall college-going rate for Whites. Compared with the other groups, American Indian and Spanish-origin students attended two-year colleges in relatively large proportions and four-year colleges in low proportions. Attendance at both two-year and four-year institutions by students of Asian ancestry was far greater than for any other group.

- Attendance patterns vary according to socioeconomic status (SES), which is measured by a composite of parental education, family income, father's occupation, and household characteristics. High SES students are more likely to attend postsecondary educational institutions at all levels than those with lower SES.

Exhibit 6
Percentage of 1980 U.S. High School Seniors
Subsequently Enrolled in College




Source: National Center for Education Statistics, 1984

*Socioeconomic status is measured by a composite of parental education, family income, father's occupation, and household characteristics.



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## Exhibit 7
## Family Income by Race and Spanish Origin, 1979
## —Texas—

Exhibit 7 shows the percentages of the population with family incomes in three ranges: less than $15,000 per year; $15,000 to $34,999 per year; and $35,000 or more per year. The distribution for each racial or ethnic group is illustrated.

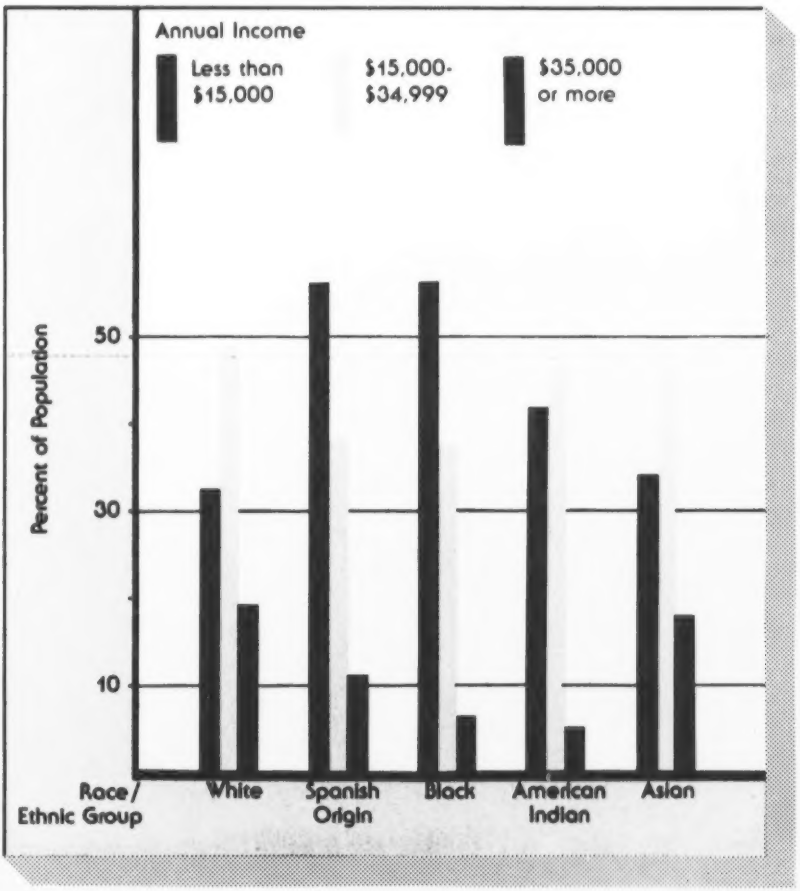
- Large proportions of the Black and Spanish-origin populations come from families earning less than $15,000 per year, and small proportions of those groups come from families earning $35,000 or more.

- Family income levels for the White and Asian populations are similar: compared with the other racial or ethnic groups, relatively low percentages earn less than $15,000 and higher percentages earn more than $35,000. Although income levels for American Indian families are somewhat lower than for Whites and Asians, the pattern is similar.

- This exhibit illustrates the relatively low economic status of Blacks and people of Spanish origin in Texas, compared with Whites, American Indians, and Asians.

- These figures, when combined with the general information on student attendance patterns presented in Exhibit 6, demonstrate the important connection between economic status and education.

Exhibit 7
Family Income by Race and Spanish Origin, 1979
—Texas—




Source: Kaufman et al., 1983, Table TX-6



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## Exhibits 8A-8E
## Postsecondary Enrollment
## Compared with Representation in the Population, 1980
## —Texas—

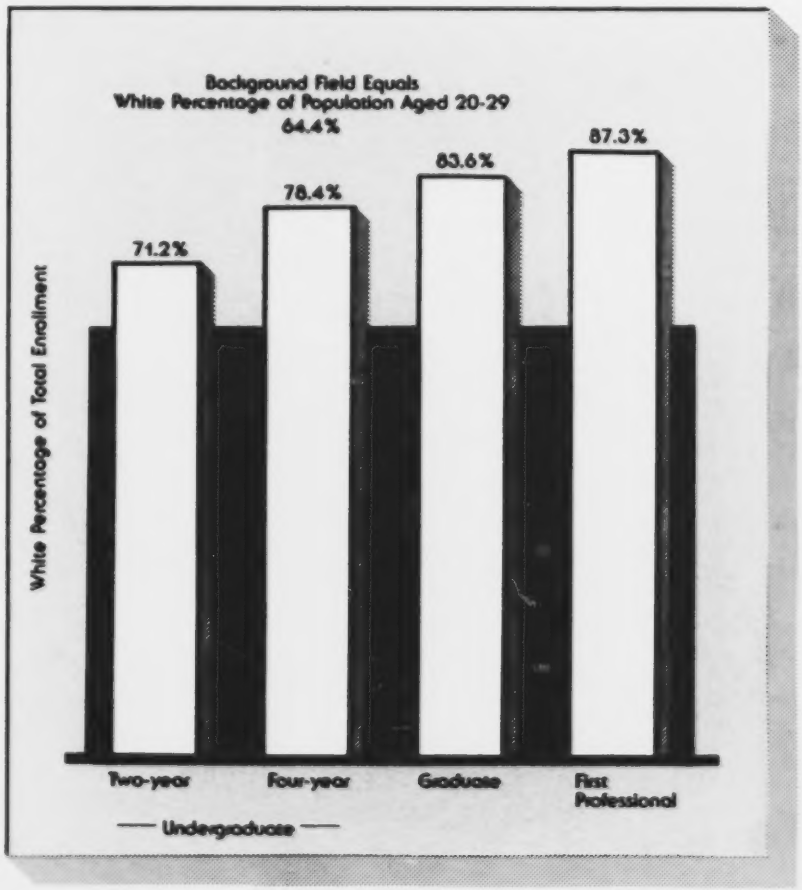
Exhibits 8A-8E display the composition of postsecondary enrollments by race and ethnicity compared with each group's representation in the college-age population (aged 20-29). Each exhibit uses bars to portray the proportion of one racial or ethnic group enrolled in each of the four levels of postsecondary education. The bars are superimposed upon a background field representing that group's proportion of the college-age population. Thus, the reader can determine whether a group is well represented among postsecondary students in proportion to its representation in the population.

- The White proportion of enrollments at all levels of postsecondary education is greater than the White proportion of the college-age population in general. The White proportion of two-year college enrollment is substantially greater than the White share of the college-age population, and White representation increases at the four-year, graduate, and first professional levels.

- Hispanics and Blacks are underrepresented at all levels of postsecondary education, especially at the graduate level, where the proportions of Hispanic and Black enrollments are less than one-half as large as the Spanish-origin and Black proportions of the college-age population in Texas.

- American Indians and Asians are well represented at all levels of higher education. Asian students are slightly underrepresented at the four-year undergraduate level, but at all other levels the proportions of American Indians and Asians enrolled equal or exceed the American Indian and Asian proportions of the college-age population in Texas.

Exhibit 8A
White Postsecondary Enrollments
Compared with Representation in the Population, 1980
—Texas—




Source: Kaufman et al., 1983, Tables 7 and 22



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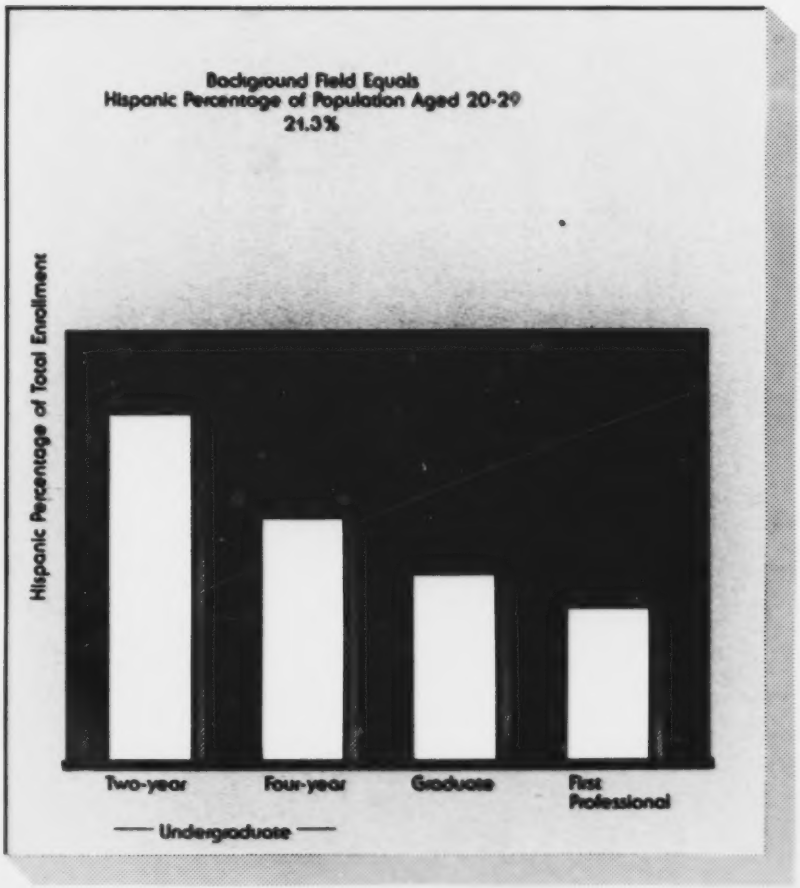
## Exhibit 8B
## Hispanic Postsecondary Enrollments Compared with Representation in the Population, 1980
## —Texas—




Source: Kaufman et al., 1983, Tables 7 and 22

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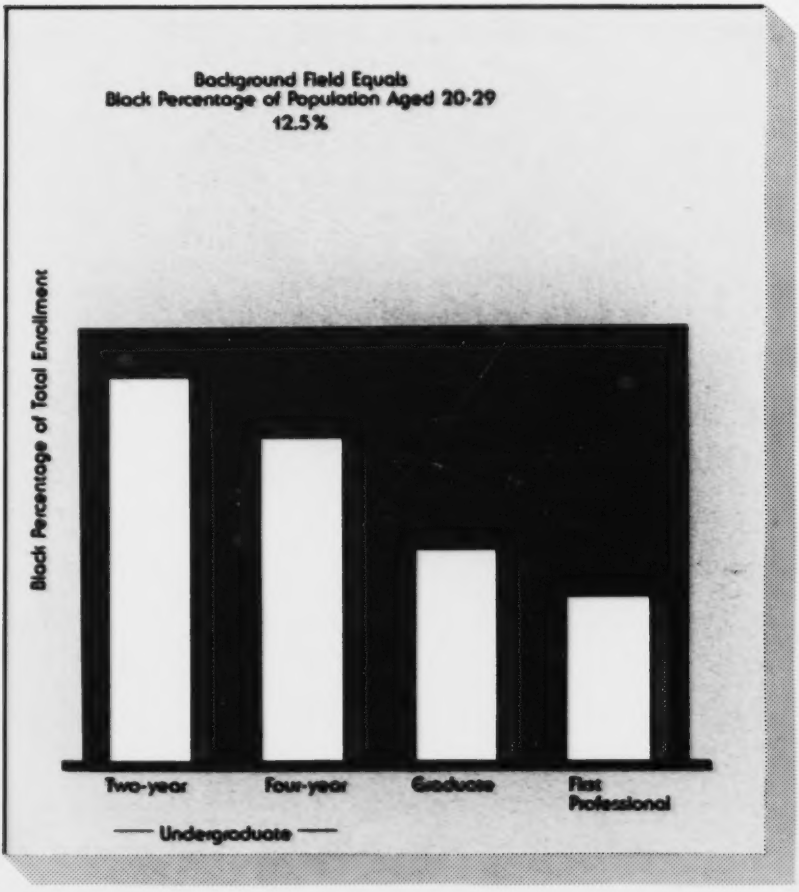
Exhibit 8C
Black Postsecondary Enrollments
Compared with Representation in the Population, 1980
—Texas—




Source: Kaufman et al., 1983, Tables 7 and 22



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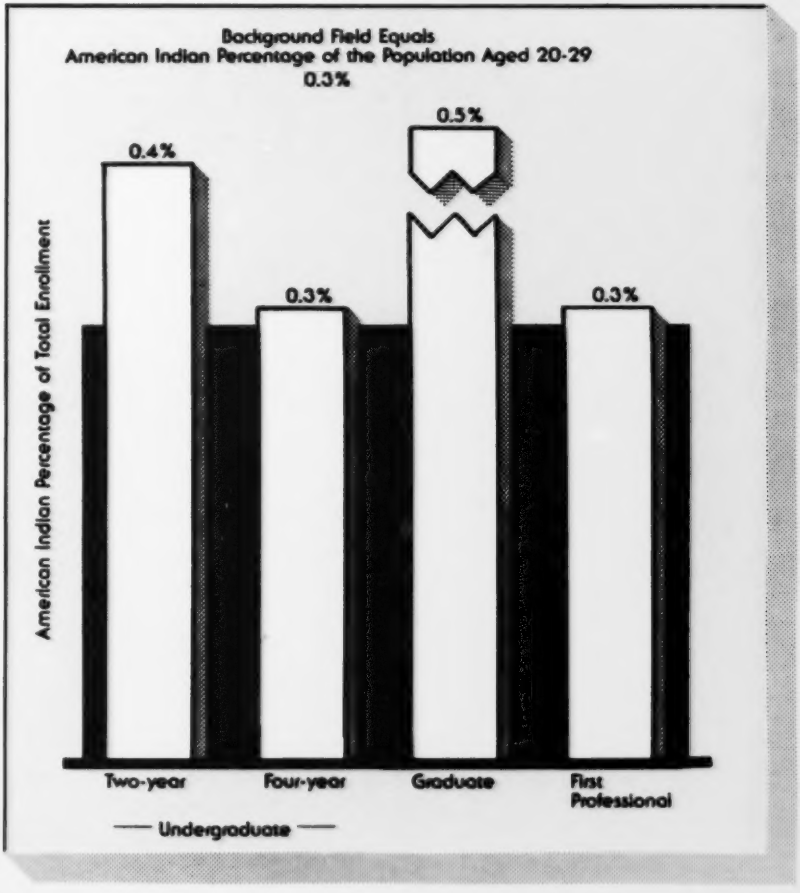
## Exhibit 8D
## American Indian Postsecondary Enrollments Compared with Representation in the Population, 1980
## —Texas—




Source: Kaufman et al., 1983, Tables 7 and 22



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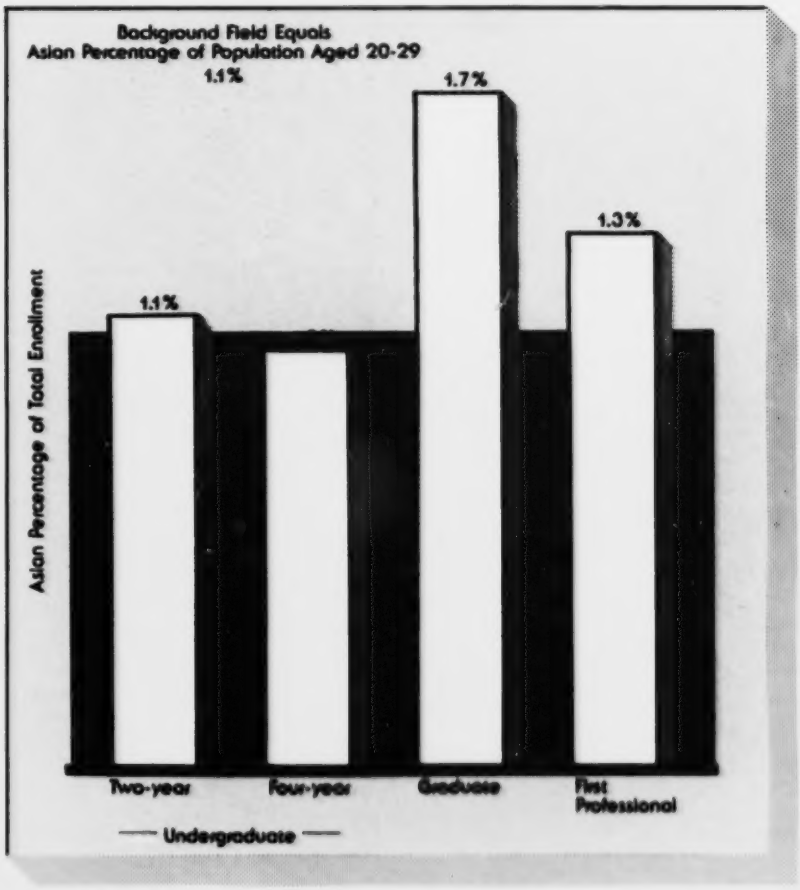
## Exhibit 8E
## Asian Postsecondary Enrollments Compared with Representation in the Population, 1980
## —Texas—




Source: Kaufman et al., 1983, Tables 7 and 20



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## Exhibits 9A-9E
## Degrees Earned in Texas
## Compared with Representation in the Population, 1980-81
## —Texas—

Exhibits 9A-9E display the distribution among racial and ethnic groups of earned degrees at five levels (associate, bachelor's, master's, doctoral, and first professional) with each group's representation in the college-age population (aged 20-29). Each exhibit uses bars to portray the proportion of earned degrees by one racial or ethnic group in each of the five levels of postsecondary education. The bars are superimposed upon a background field representing that group's proportion of the college-age population. Thus, the reader can determine whether a group is well represented in earned degrees in proportion to its representation in the population.

- In general, when the proportions of degrees awarded to members of minority groups are compared with the proportions of the college-age population, the overall pattern of underrepresentation of minorities is similar to that in enrollments, especially at the baccalaureate and higher levels.

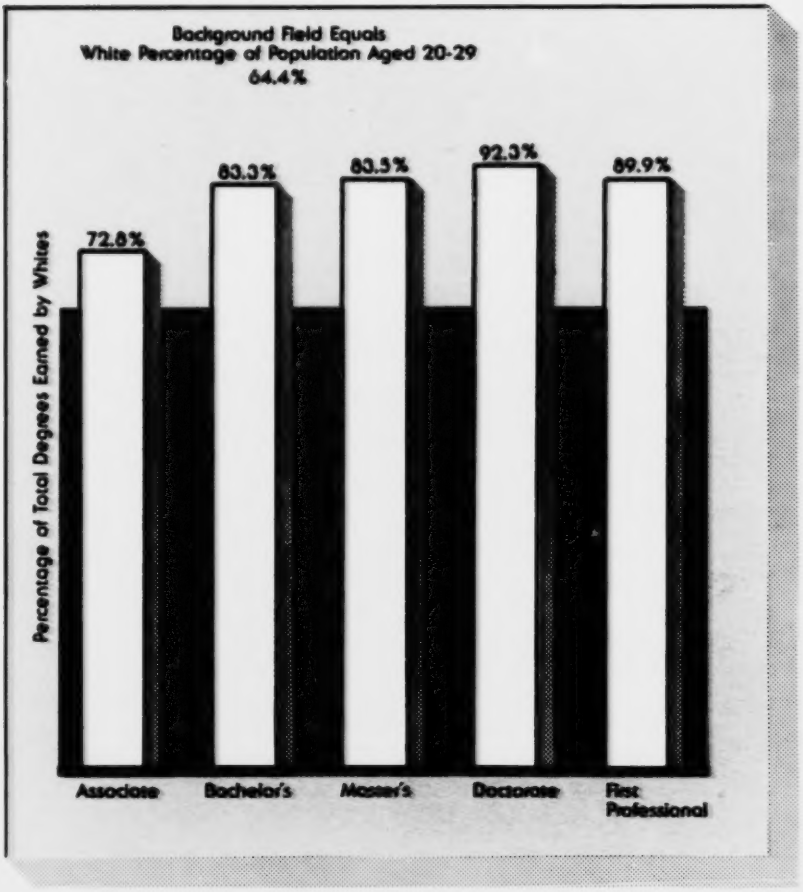
- The White proportion of those earning degrees at all levels of postsecondary education is substantially greater than the White proportion of the college-age population in general.

- Hispanics are underrepresented in earned degrees at all levels of postsecondary education. At the two-year degree level, the proportion of degrees earned by Hispanic students is slightly less than three-quarters the size of the Spanish-origin proportion of the college-age population in the state. The proportions of degrees earned by Hispanic students are less than one-half as large as the Spanish-origin proportion of the college-age population at the bachelor's level, one-third as large at the master's level, less than one-sixth at the doctoral level, and one-quarter at the first professional level.

- Blacks are also underrepresented at all levels of postsecondary education in Texas but to a slightly lesser extent. At the two-year level, the Black proportion is approximately five-sixths the size of the Black proportion of the college-age population, one-half the size at the bachelor's and master's levels, and one-quarter the size at the doctoral and first professional levels.

- American Indians and Asians are well represented at all degree levels, although there is slight underrepresentation of American Indians at the doctoral level and of Asians at the first professional level. At the associate, bachelor's, and master's levels, the American Indian proportions of degrees earned are substantially larger than the American Indian proportion of the college-age population in the state. The same is true for Asians at the master's and doctoral levels.

Exhibit 9A
Degrees Earned by Whites
Compared with Representation in the Population, 1980
—Texas—




Source: Kaufman et al., 1983, Tables 12 and 22



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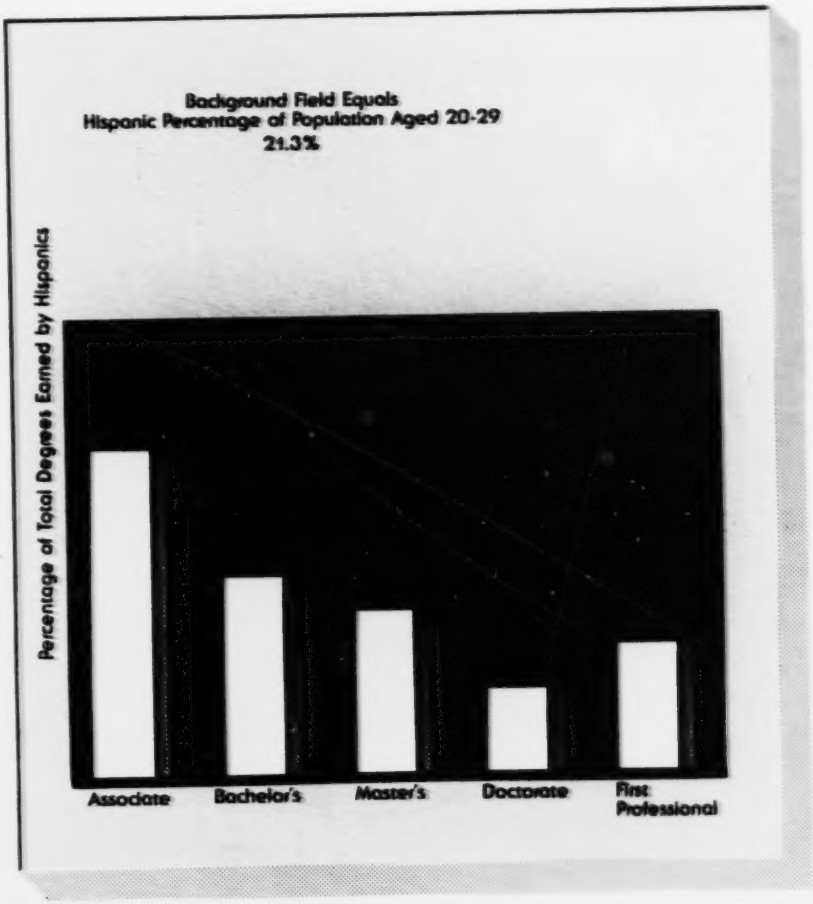
Exhibit 9B
Degrees Earned by Hispanics
Compared with Representation in the Population, 1980
—Texas—




Source: Kaufman et al., 1983, Tables 12 and 22



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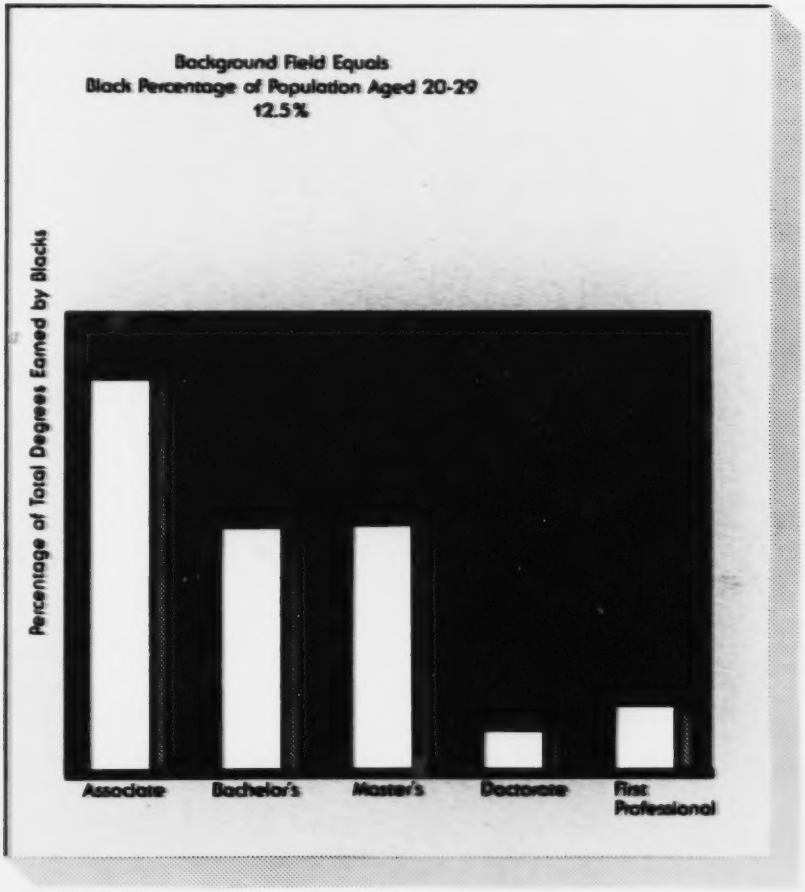
Exhibit 9C
Degrees Earned by Blacks
Compared with Representation in the Population, 1980
—Texas—




Source: Kaufman et al., 1983, Tables 12 and 22



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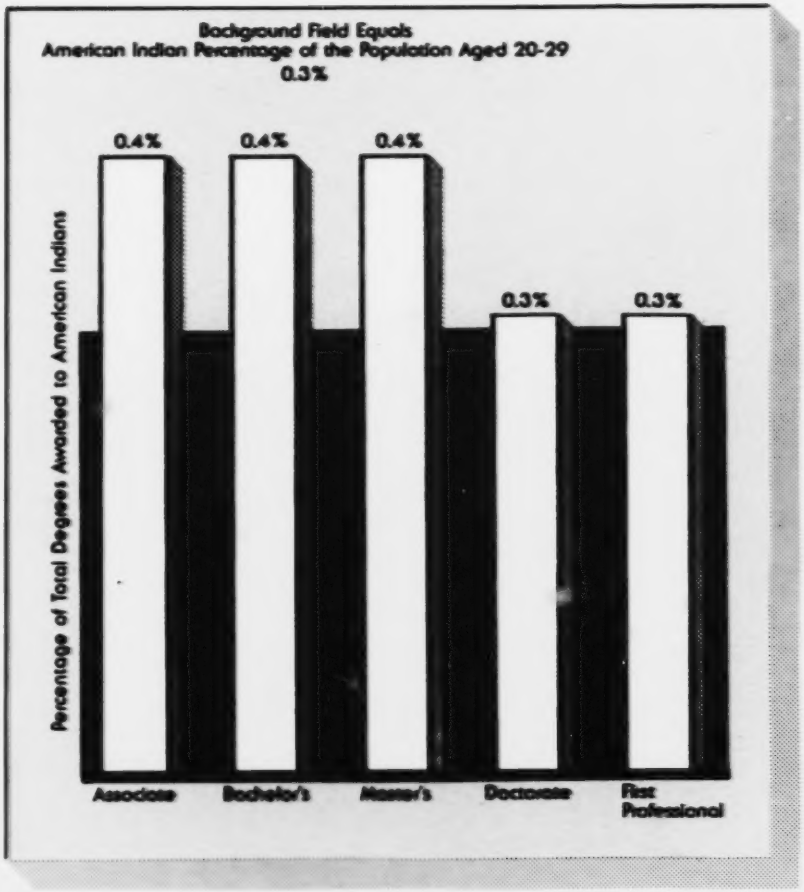
Exhibit 9D
Degrees Earned by American Indians
Compared with Representation in the Population, 1980
—Texas—




Source: Kaufman et al., 1983, Tables 12 and 22



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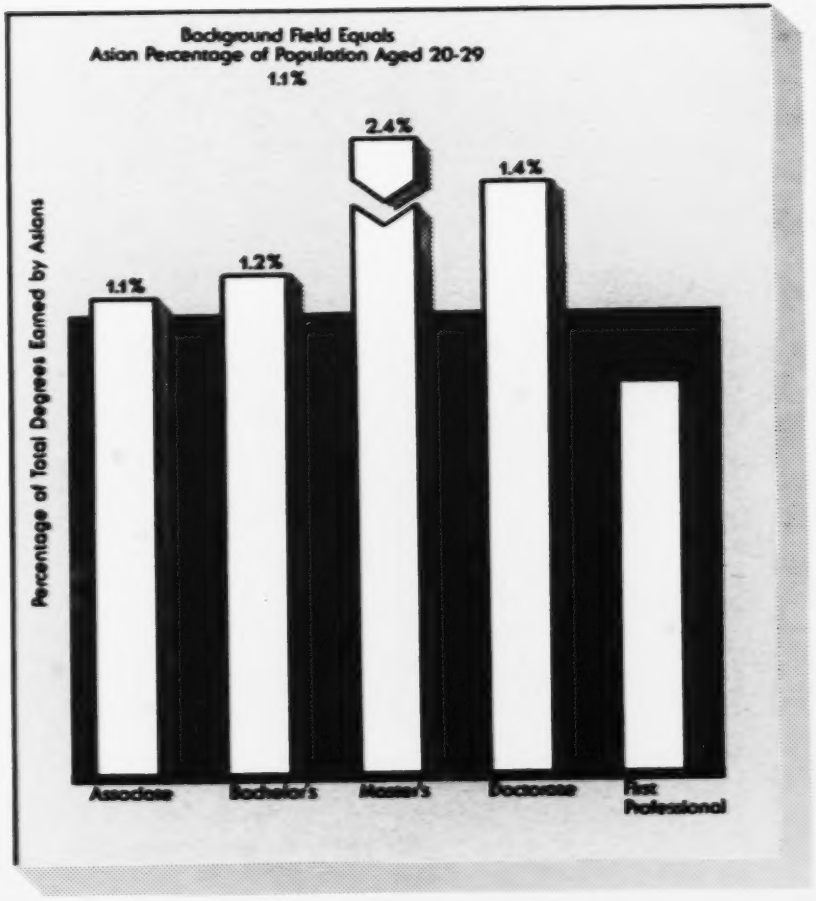
Exhibit 9E
Degrees Earned by Asians
Compared with Representation in the Population, 1980
—Texas—




Source: Kaufman et al., 1983, Tables 12 and 20



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## Exhibit 10
## Earned Degrees by Race and Spanish Origin, 1976-77 to 1980-81
## —Texas—

This table presents the number of degrees awarded at five levels (associate, bachelor's, master's, doctoral, and first professional) by racial or ethnic group. At the doctoral and first professional levels, interpretation is difficult because such small numbers of degrees are awarded to minority students that year-to-year fluctuations appear as substantial percentage changes.

- The number of associate degrees awarded in Texas declined more than 27 percent between 1976-77 and 1980-81, and the number of doctorates and first professional degrees increased approximately 10 percent over the same period.

- At the bachelor's and first professional degree levels, the increase in degrees earned by Hispanic students was greater than the general increase at those levels in Texas from 1976-77 to 1980-81. Conversely there were greater decreases in associate and master's degrees awarded to Hispanics than the overall decreases in the state. At the doctoral level, Hispanics experienced a decrease in degrees earned in contrast to a slight overall increase.

- Black students earned more bachelor's and first professional degrees in 1980-81 than in 1976-77 but markedly fewer associate, master's, and doctoral degrees.

- The number of American Indian students earning degrees at all levels in Texas is small, but they earned substantially more degrees in 1980-81 than in 1976-77 at all levels except the bachelor's and doctoral.

- In 1980-81 Asian students earned substantially more degrees at all levels than they did in 1976-77.

- In most cases there was an increase in degrees earned in 1978-79 from 1976-77 and decreases from 1978-79 to 1980-81.

## Exhibit 10
## Earned Degrees by Race and Spanish Origin, 1976-77 to 1980-81
## —Texas—

| | Degrees Awarded 1976-77 | Degrees Awarded 1978-79 | Percent Change 1976-78 | Degrees Awarded 1980-81 | Percent Change 1978-80 | Percent Change 1976-80 |
|---|---|---|---|---|---|---|
| **State Totals** | | | | | | |
| Associate | 24,387 | 24,184 | -0.8 | 17,626 | -27.1 | -27.7 |
| Bachelor's | 51,699 | 53,656 | 3.8 | 53,589 | -0.1 | 3.7 |
| Master's | 16,467 | 16,236 | -1.4 | 16,135 | -0.6 | -2.0 |
| Doctorate | 1,549 | 1,612 | 4.1 | 1,693 | 5.0 | 9.3 |
| First Professional | 3,452 | 3,596 | 4.2 | 3,818 | 6.2 | 10.6 |
| **White Students** | | | | | | |
| Associate | 17,334 | 16,921 | -2.4 | 12,609 | -25.5 | -27.3 |
| Bachelor's | 42,663 | 43,553 | 2.1 | 42,863 | -1.6 | 0.5 |
| Master's | 12,876 | 12,456 | -3.3 | 12,063 | -3.2 | -6.3 |
| Doctorate | 1,242 | 1,317 | 6.0 | 1,350 | 2.5 | 8.7 |
| First Professional | 3,319 | 3,200 | -3.6 | 3,402 | 6.3 | 2.5 |
| **Hispanic Students** | | | | | | |
| Associate | 4,118 | 3,932 | -4.5 | 2,610 | -33.6 | -36.6 |
| Bachelor's | 4,148 | 4,653 | 12.2 | 4,489 | -3.5 | 8.2 |
| Master's | 1,257 | 1,191 | -5.3 | 1,027 | -13.8 | -18.3 |
| Doctorate | 47 | 47 | 0.0 | 46 | -2.1 | -2.1 |
| First Professional | 157 | 208 | 32.5 | 198 | -4.8 | 26.1 |
| **Black Students** | | | | | | |
| Associate | 2,594 | 2,662 | 2.6 | 1,840 | -30.9 | -29.1 |
| Bachelor's | 3,102 | 3,177 | 2.4 | 3,261 | 2.6 | 5.1 |
| Master's | 1,181 | 1,038 | -12.1 | 946 | -8.9 | -19.9 |
| Doctorate | 55 | 29 | -47.3 | 42 | 44.8 | -23.6 |
| First Professional | 118 | 113 | -4.2 | 136 | 20.4 | 15.3 |
| **American Indian Students** | | | | | | |
| Associate | 58 | 173 | 198.3 | 73 | -57.8 | 25.9 |
| Bachelor's | 206 | 256 | 24.3 | 197 | -23.0 | -4.4 |
| Master's | 52 | 55 | 5.8 | 63 | 14.5 | 21.2 |
| Doctorate | 6 | 8 | 33.3 | 4 | -50.0 | -33.3 |
| First Professional | 6 | 14 | 133.3 | 12 | -14.3 | 100.0 |
| **Asian Students** | | | | | | |
| Associate | 85 | 137 | 61.2 | 199 | 45.3 | 134.1 |
| Bachelor's | 321 | 470 | 46.4 | 619 | 31.7 | 92.8 |
| Master's | 126 | 258 | 104.8 | 348 | 34.9 | 176.2 |
| Doctorate | 19 | 34 | 78.9 | 21 | -38.2 | 10.5 |
| First Professional | 20 | 32 | 60.0 | 35 | 9.4 | 75.0 |

Source: Office for Civil Rights, 1979 and 1981.



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